Fall 2014 School Improvement Pre-Conference

Intentionally Planning and Instructing:

Critical Thinking and Learning For All Students

November 17, 2014

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Michigan Department of Education Consultants

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Agenda

- Engage in activities that increase critical thinking
- Overcoming Barriers to Learning
- Using Data to Inform Instruction

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Outcomes

Share best practices, activities, and resources for Tier 1 Instruction that…

- Engage ALL students in critical thinking,
- Overcome barriers to learning and,
- Promote career, college, and community readiness.

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Find a new friend

Take 3 minutes and share with a new friend what you hope to learn from today.

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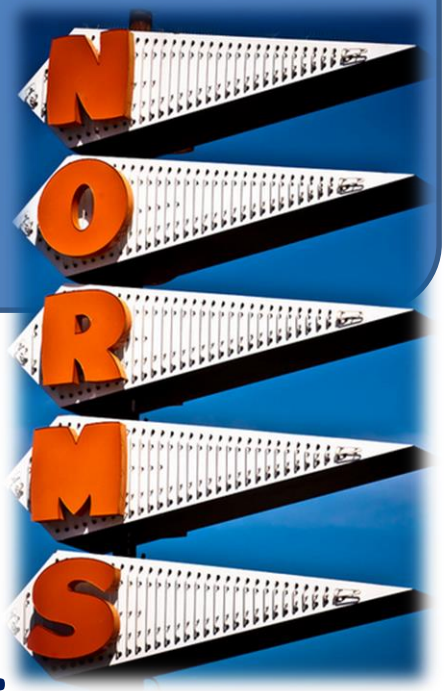
Meeting Norms



Seek to understand.

Engage in conversations.

Maintain positive presumptions.

Begin, end, and transition on time.

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Please consider…

How do you define critical thinking?

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To enhance the conversation

For "saving" the conversation

For wrapping your brain around creative thinking

For your"smart" thinking

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Please consider…

How do you define critical thinking?

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Critical Thinking

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Center Activities

Engage in 4 centers that showcase Critical Thinking for ALL students

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Center Activity

Bird Brain

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Center Activity

By The Numbers

Who are these people?

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Center Activity

The Snail in the Well

- Adapted from Kentucky Department of Education Mathematics Specialists

Center Activity

The New Colossus

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Center Activity

In your group…

- **choose a facilitator, a recorder, and timekeeper, and**
- **engage in the activity using the directions provided.**

Your group will have approximately 20 minutes to complete the activity. After 20 minutes we'll rotate to another station.

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KEEP
CALM
AND
TAKE A
BREAK

Reflecting on Learning

Academic Vocabulary

Teachers will intentionally instruct **academic vocabulary** to increase comprehension and to build background knowledge.

Bird Brain

Flexible Grouping

Teachers will use **flexible grouping** and cooperative learning to facilitate instruction of rigorous tasks.

By the Numbers

Depth of Knowledge

Teachers will provide tasks of varying **depths of knowledge** to increase rigor and scaffold learning in the classroom.

The Snail in the Well

Quality Questioning

Teachers will use **quality questioning** to advance student learning, performance, and achievement.

The New Colossus

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Reflecting on Learning

How do these activities overcome barriers to learning(for the apathetic learner, the EL student, the potential dropout, the student with disabilities, etc.)?

How could the activities be scaled up or down (in terms of rigor or grade level??

What other content areas might these activities be used in (or content to be integrated)?

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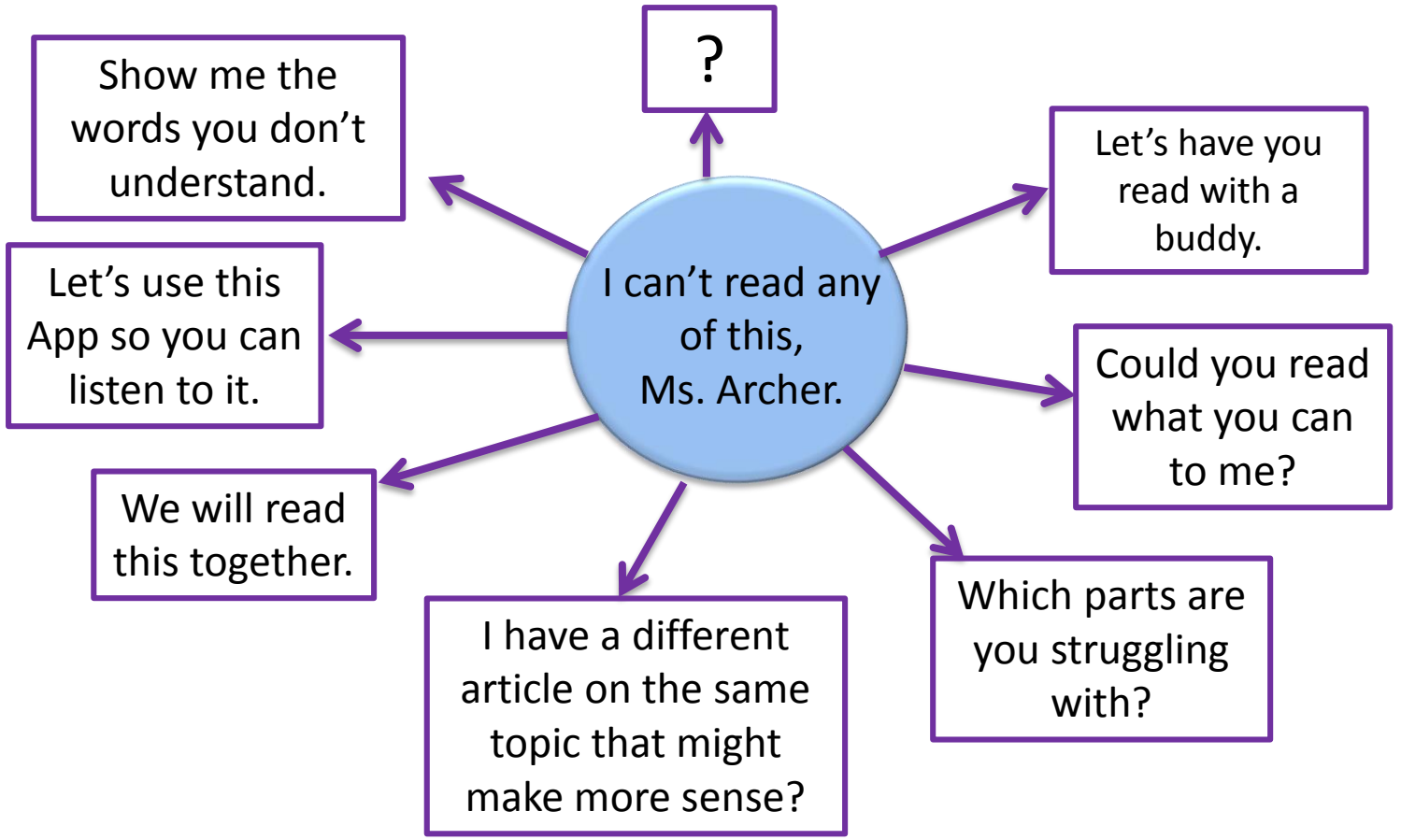
Predicting Barriers to Learning



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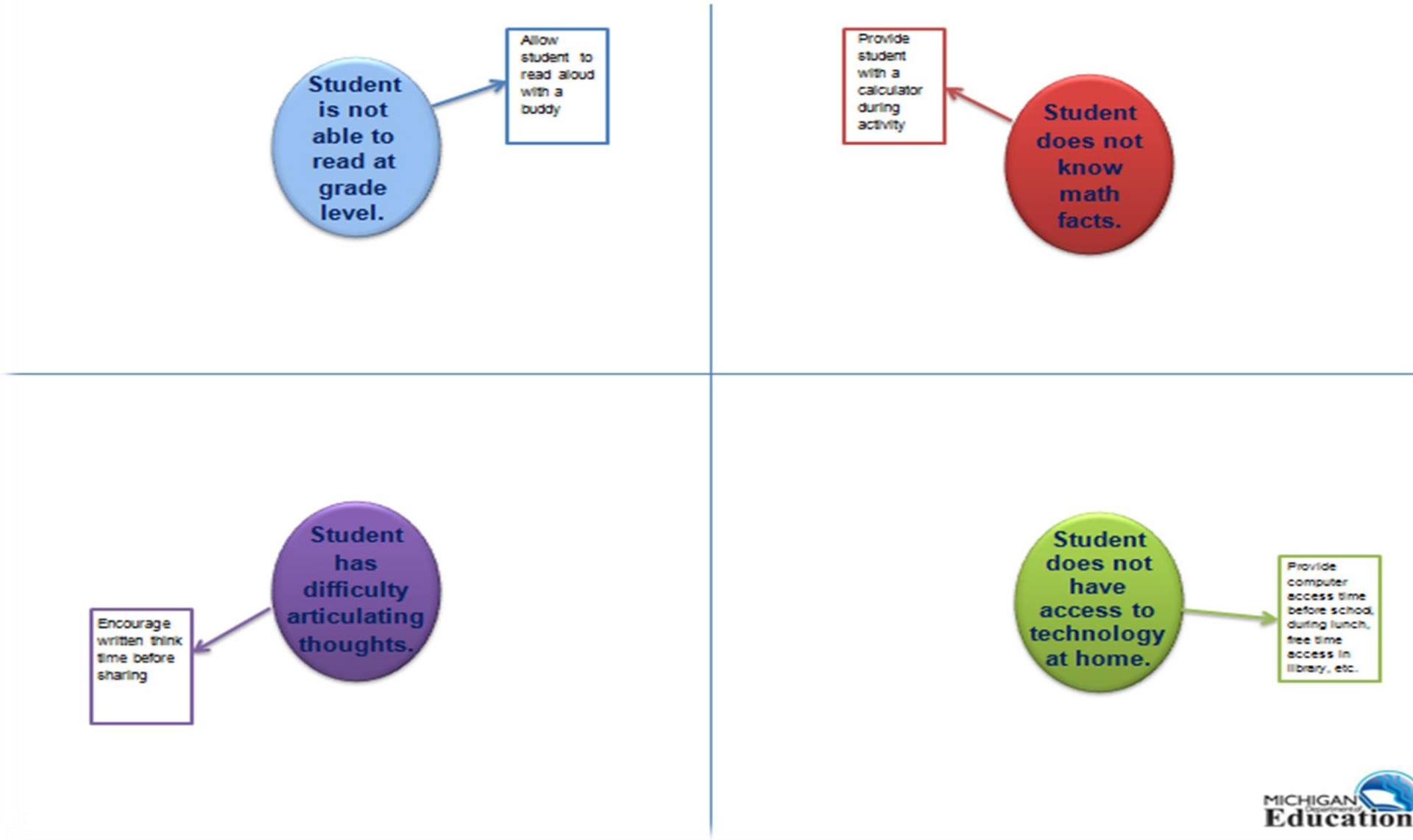
Overcoming barriers to learning – access for ALL students



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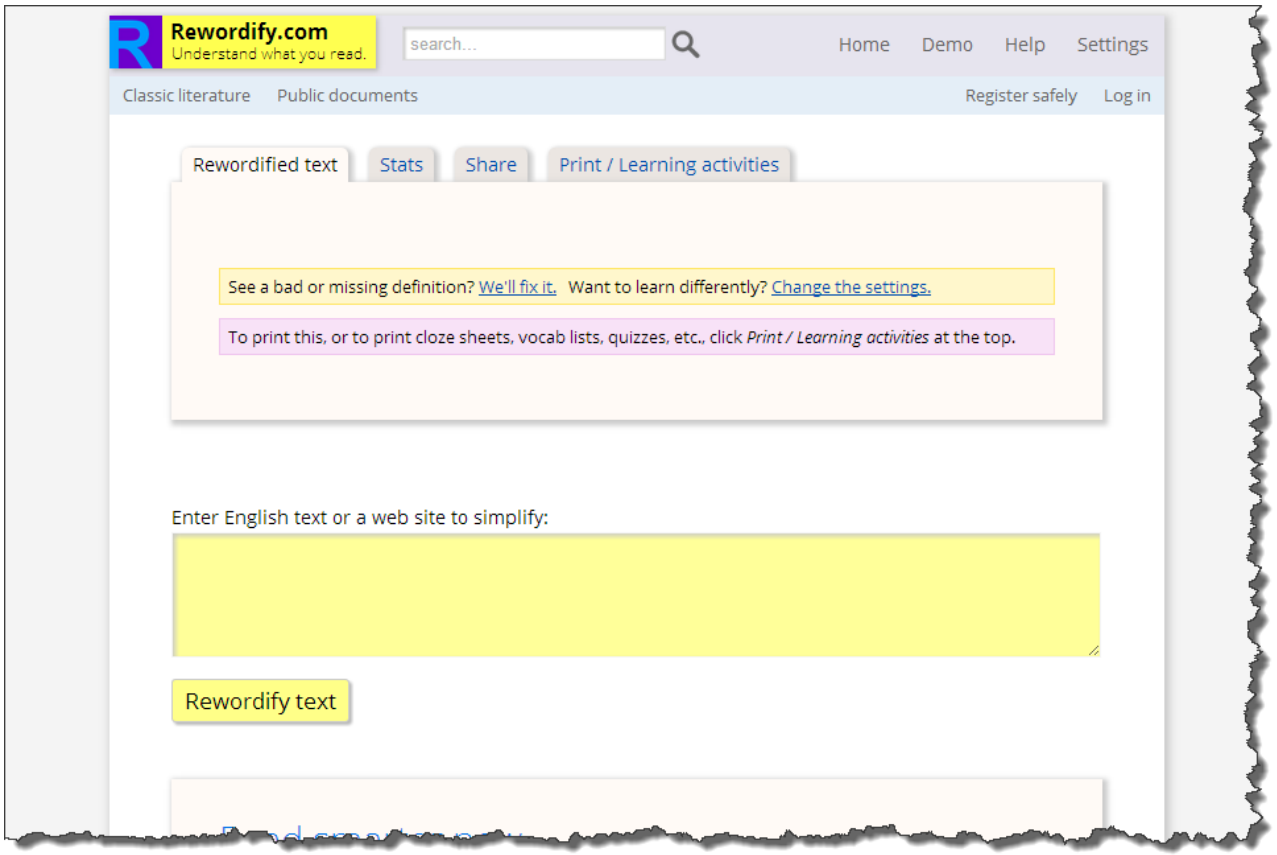
Let's explore!



www.rewordify.com

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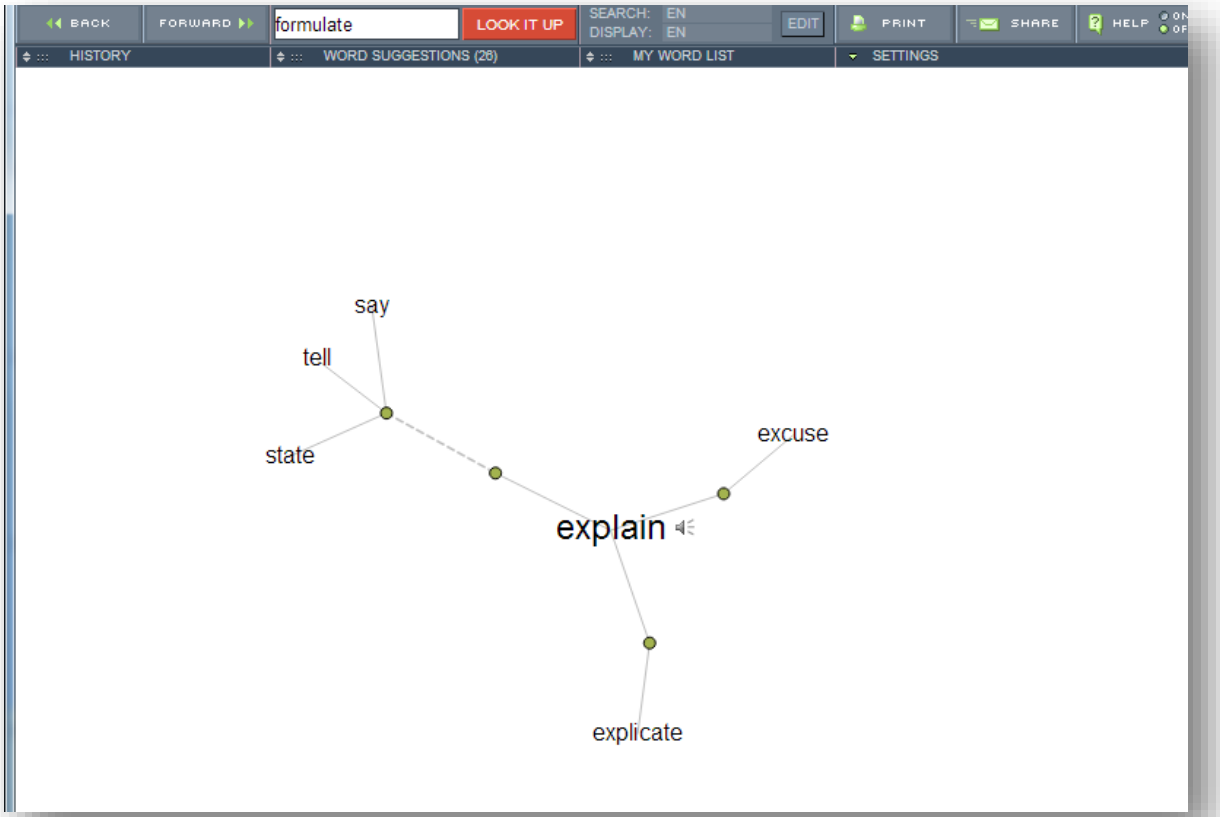

www.visualthesaurus.com/vocabgrabber/

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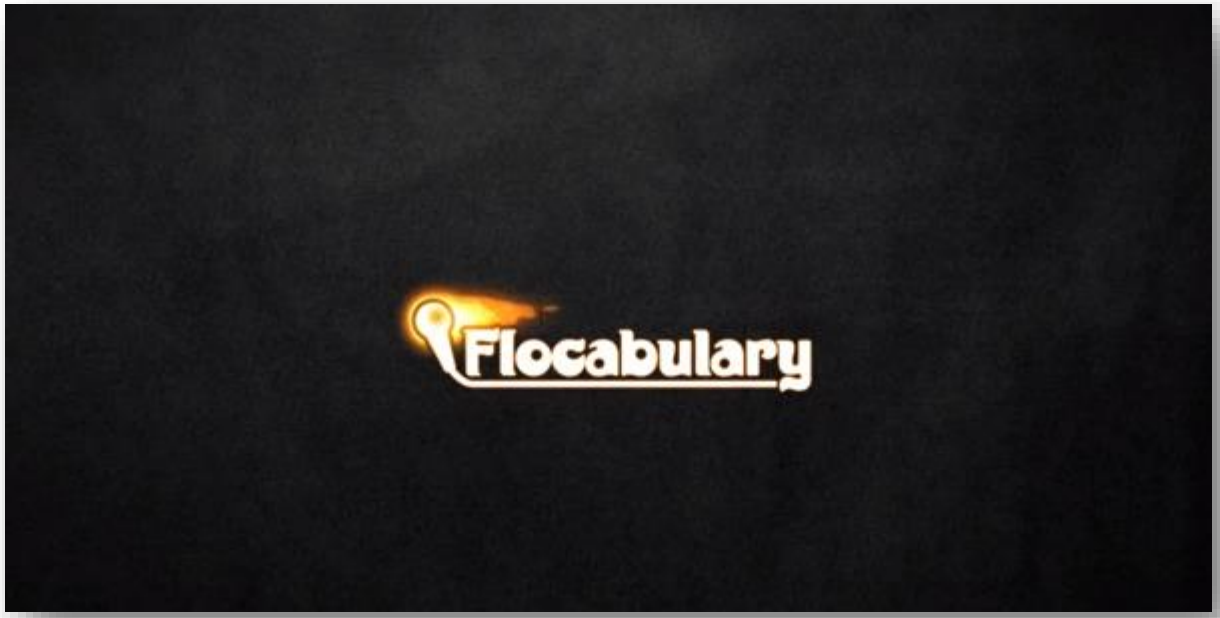

www.flocabulary.com

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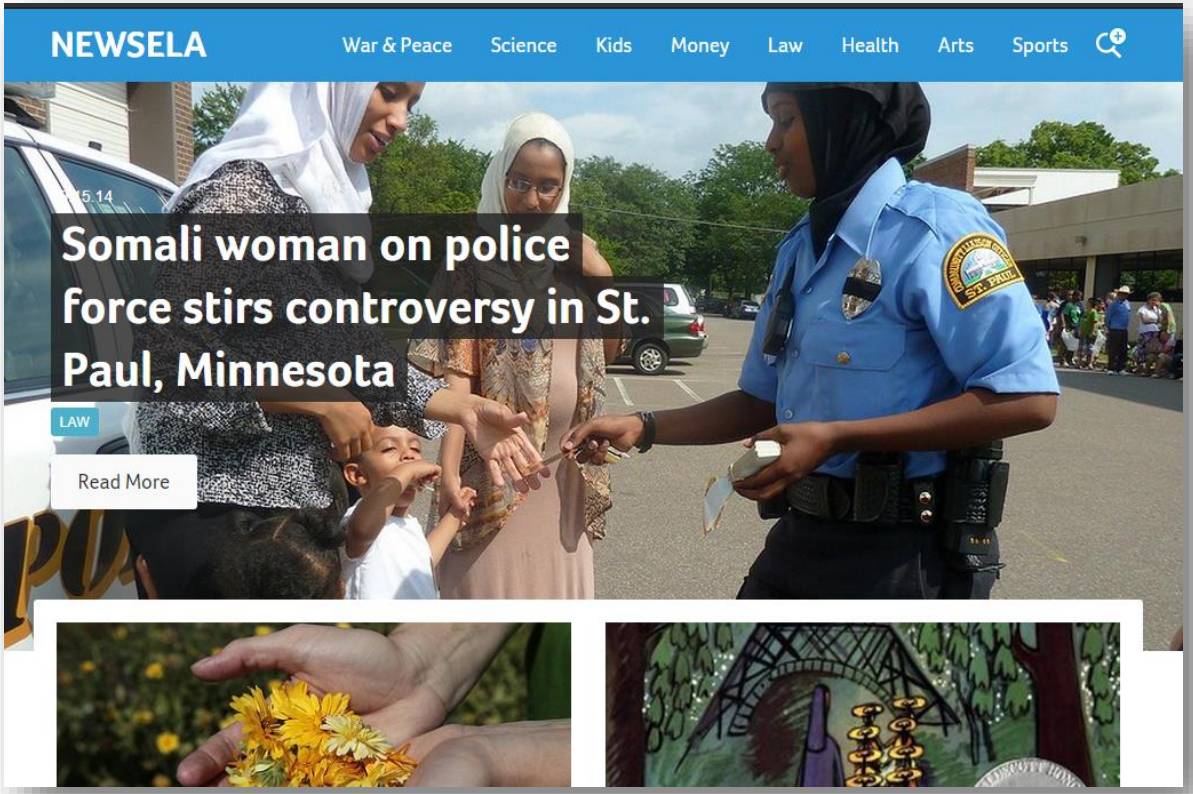

www.newsela.com

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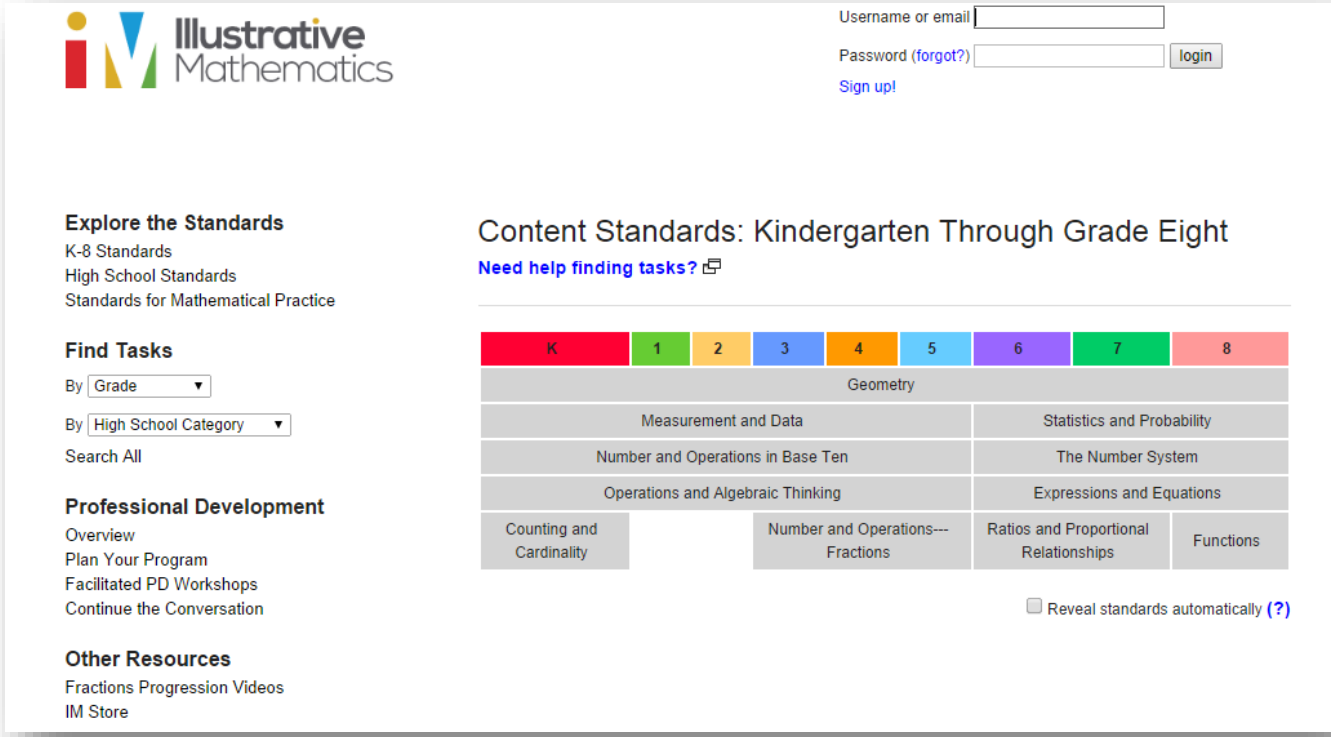

www.illustrativemathematics.org

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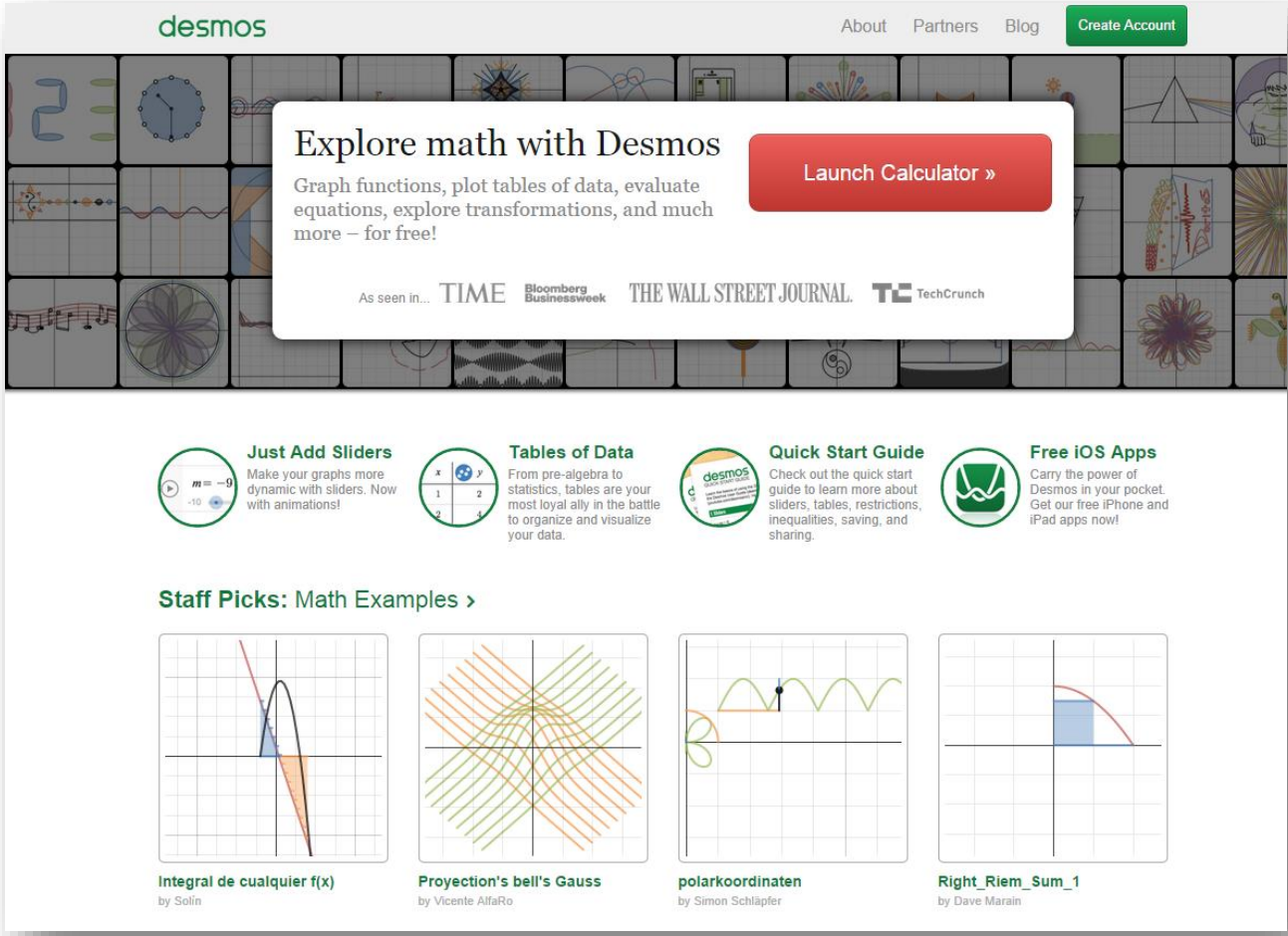

www.desmos.com

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Let's explore!

student.desmos.com

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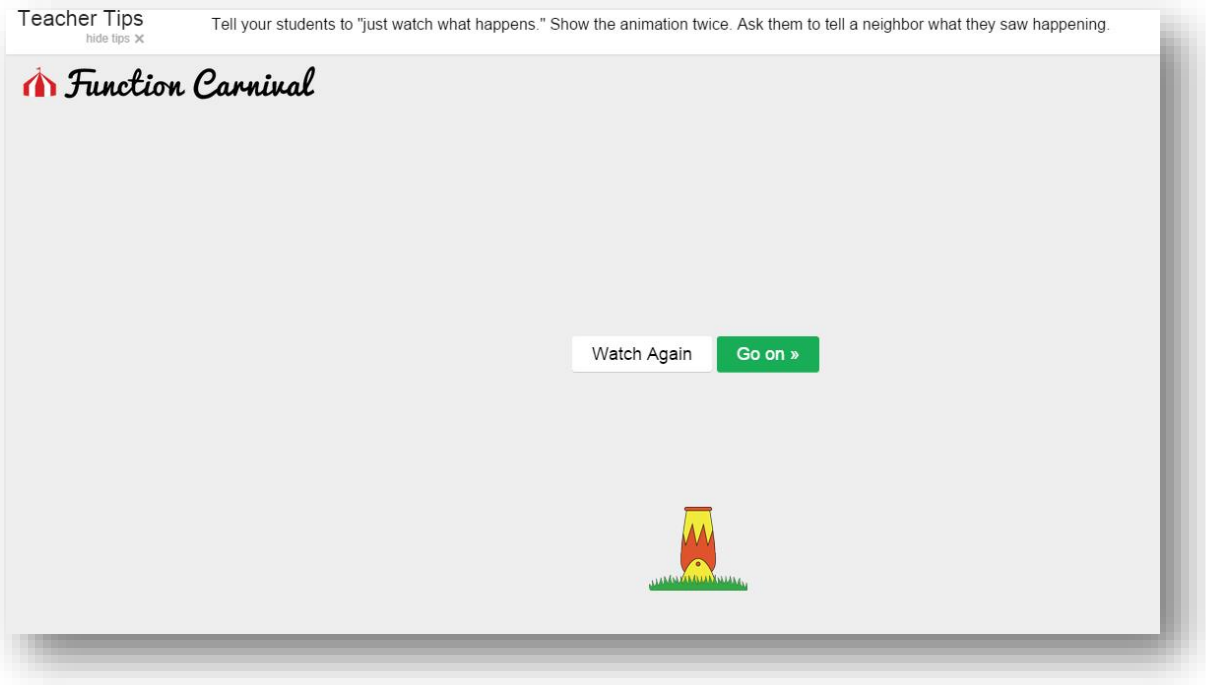

teacher.desmos.com

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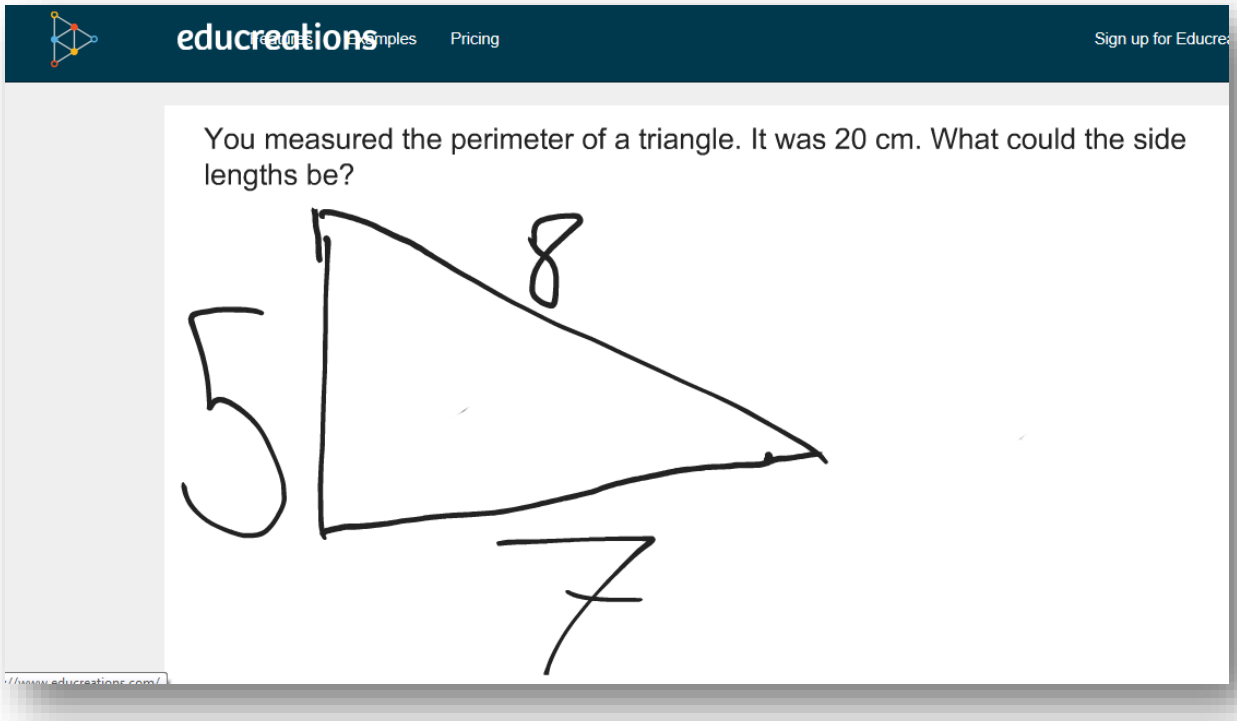

http://www.educreations.com

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Let's explore!

http://Illuminations.nctm.org

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Intentional Instructional Practices

Creating a classroom culture that supports and promotes student learning

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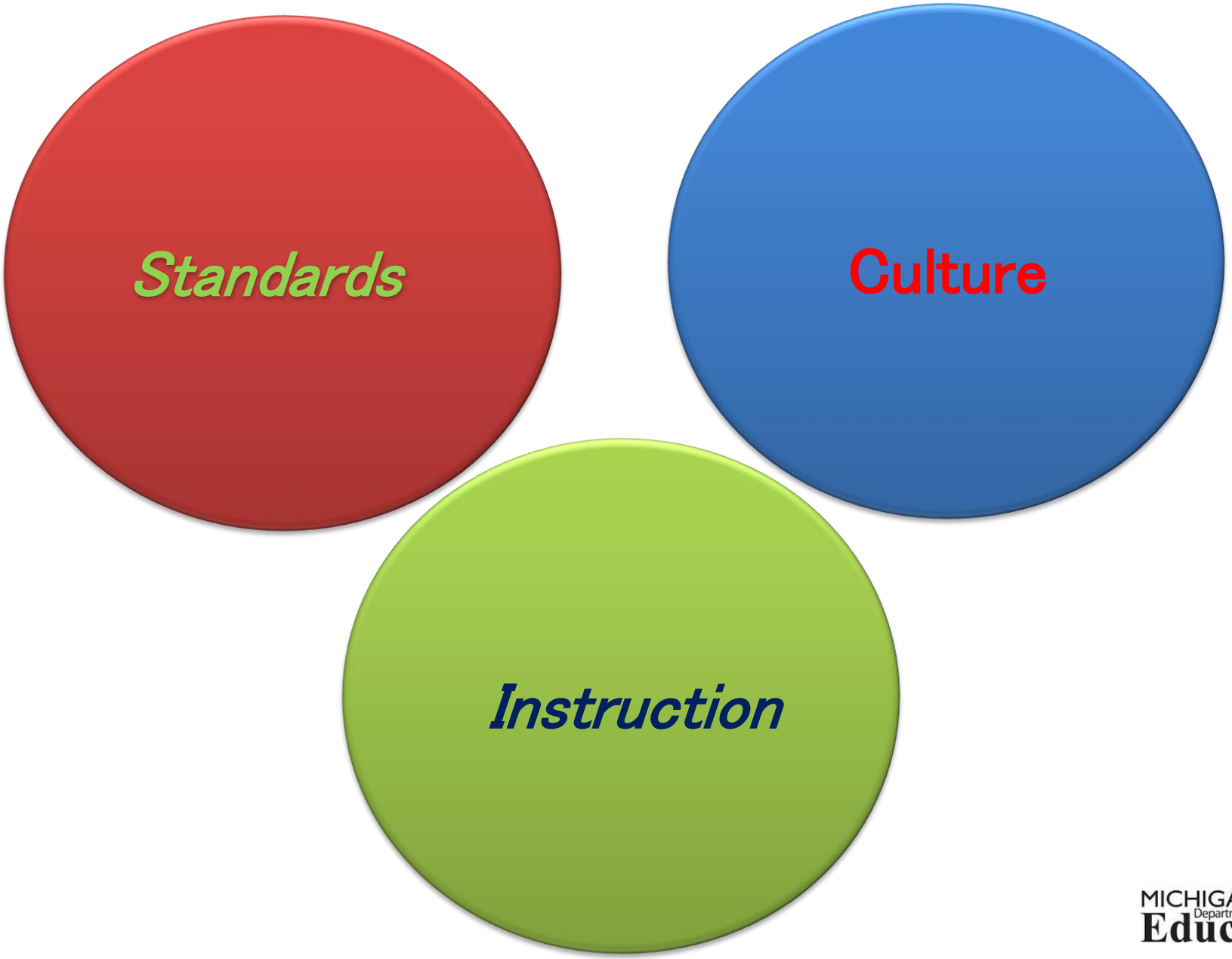

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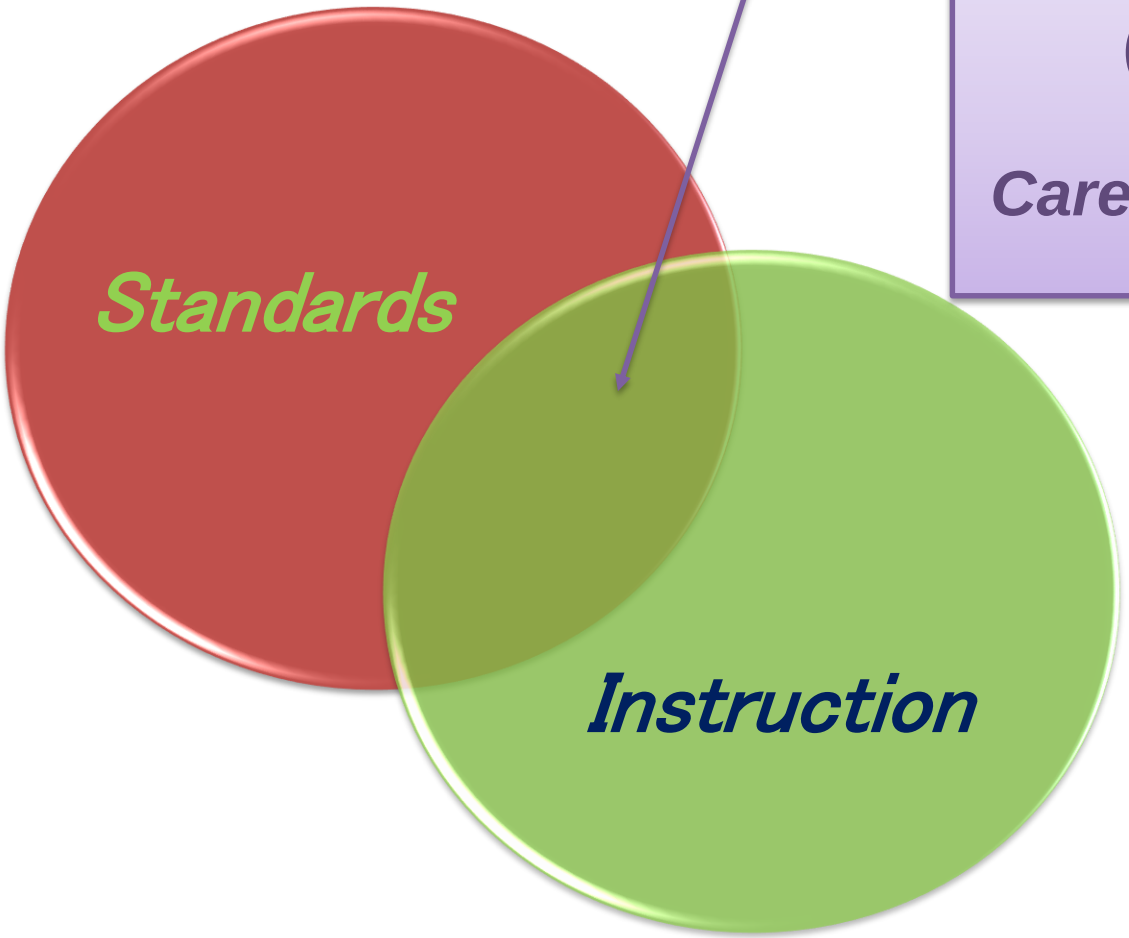
When Standards intersect with Instruction we'll see…



Curriculum with Higher Cognitive Demand (Increased Rigor) and Career and College Ready Characteristics

- ***Communication and Collaboration***
- ***Problem Solving***
- ***Technology and Tools***
- ***Argument and Reason***

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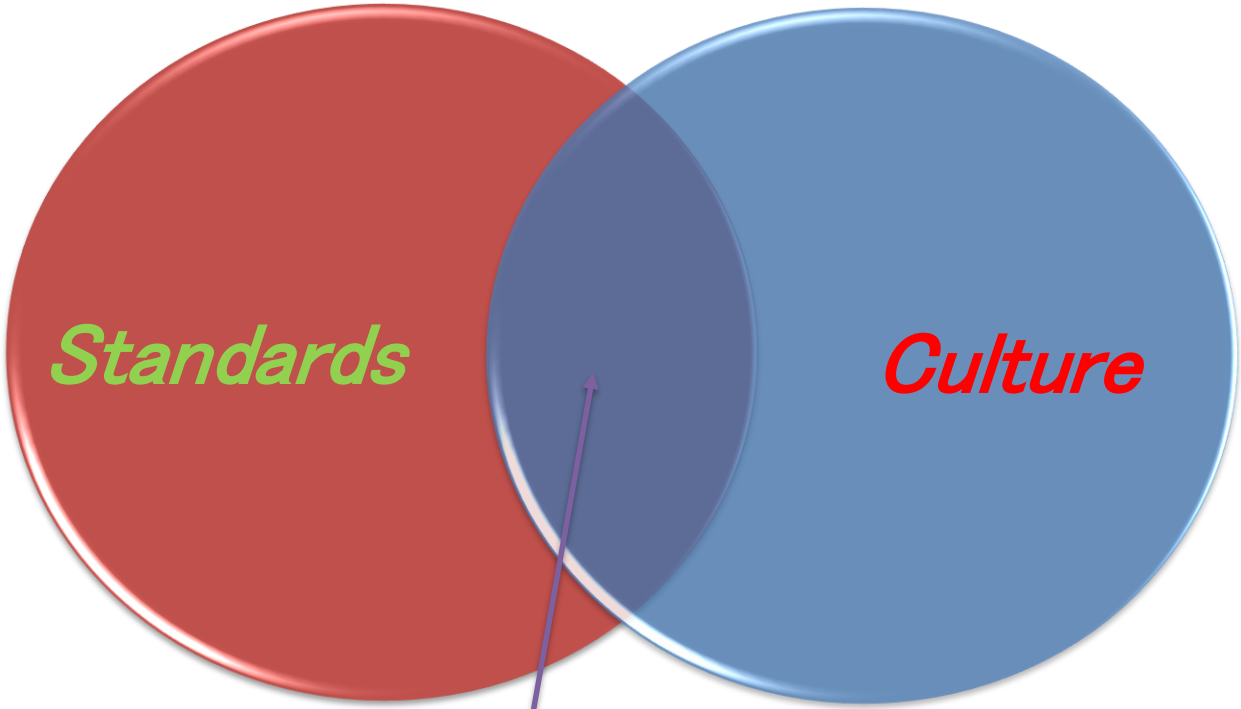
When Standards intersect with Culture we'll see…



Lessons that
Address appropriate grade level standards
and
Include content relevant to student lives

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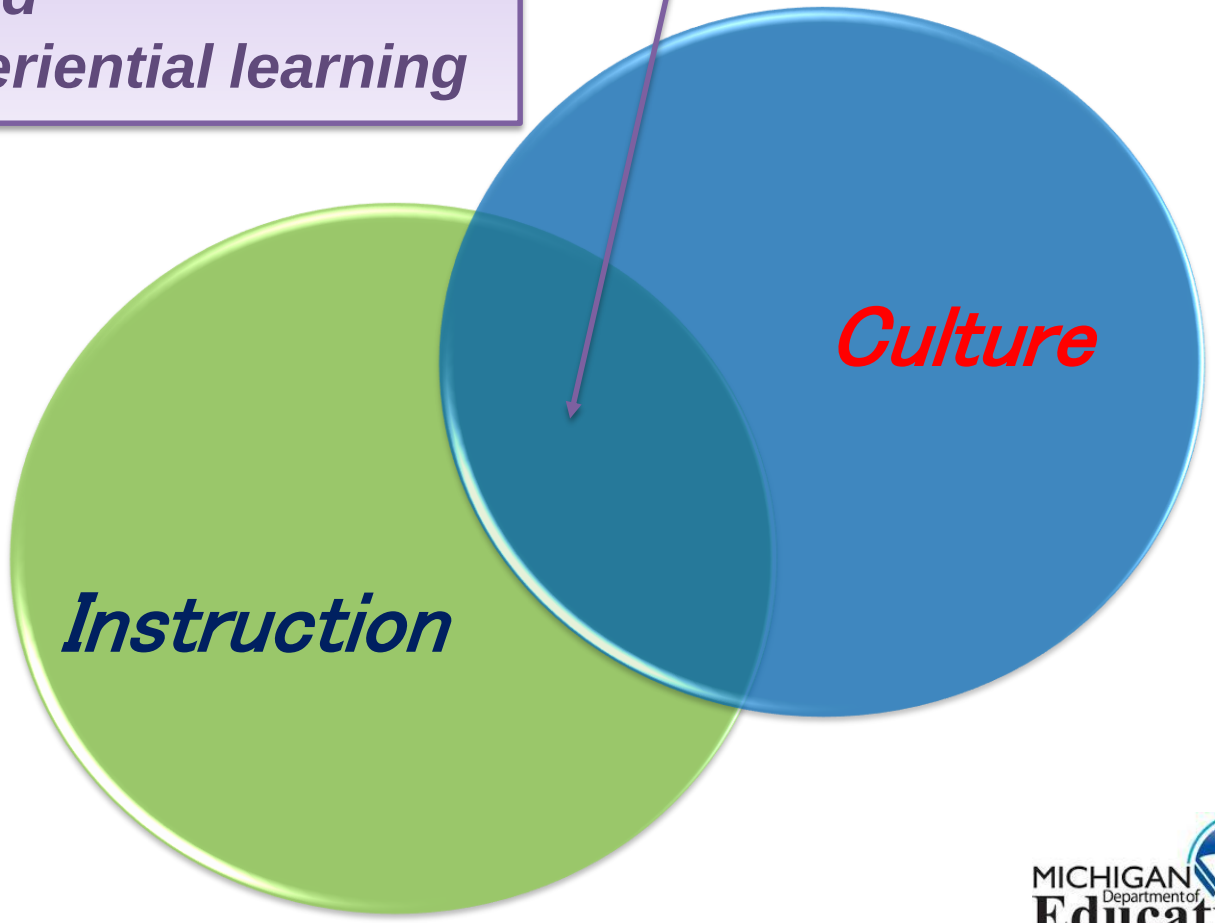
When Culture intersects with Instruction we'll see…

Teaching that is engaging, culturally responsive , and provides for experiential learning



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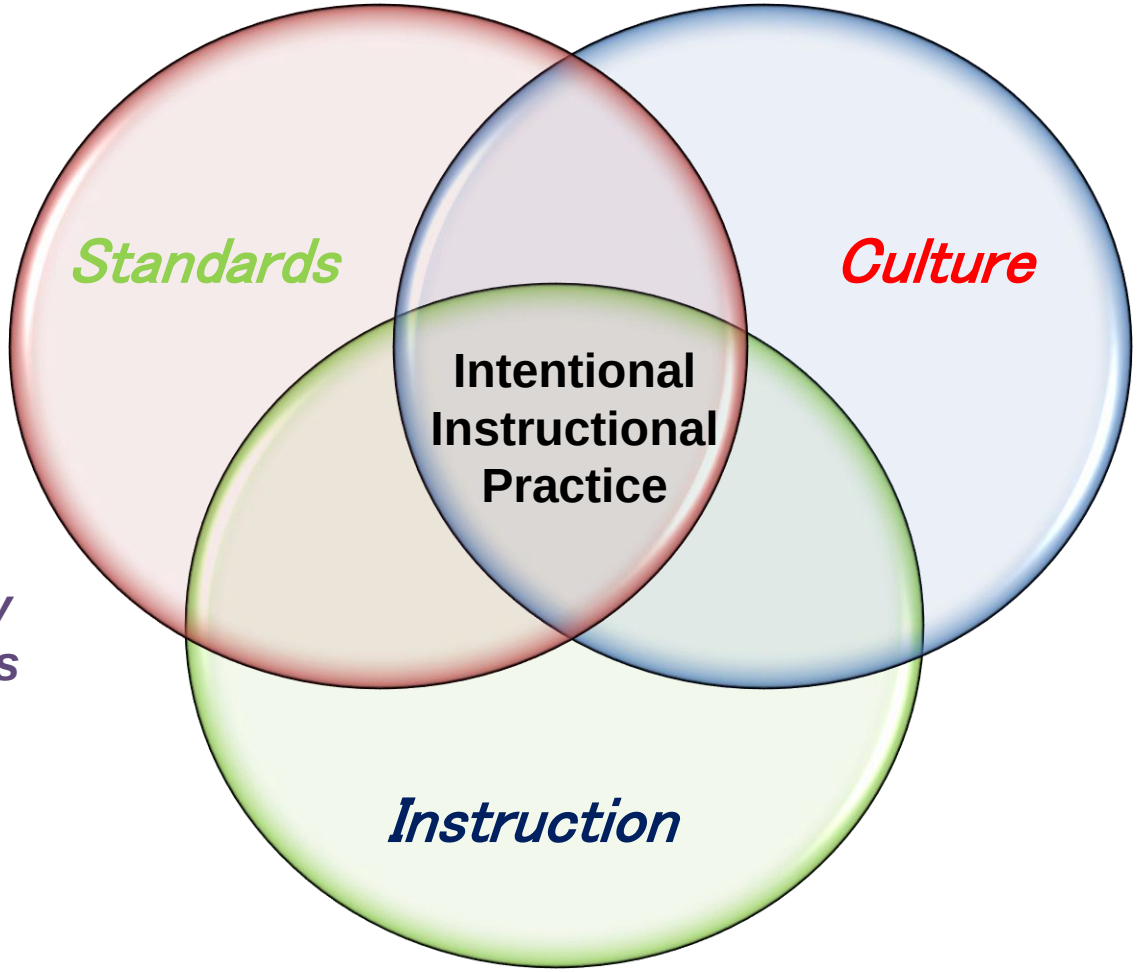
When Standards, Instruction, and Culture intersect we'll see…

Curriculum with Higher Cognitive Demand (Increased Rigor) and Career and College Ready Characteristics



Lessons that Address appropriate grade level standards and Include content relevant to student lives

Teaching that is engaging, culturally responsive , and provides for experiential learning

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How does this conversation fit into your LARGER SYSTEM?

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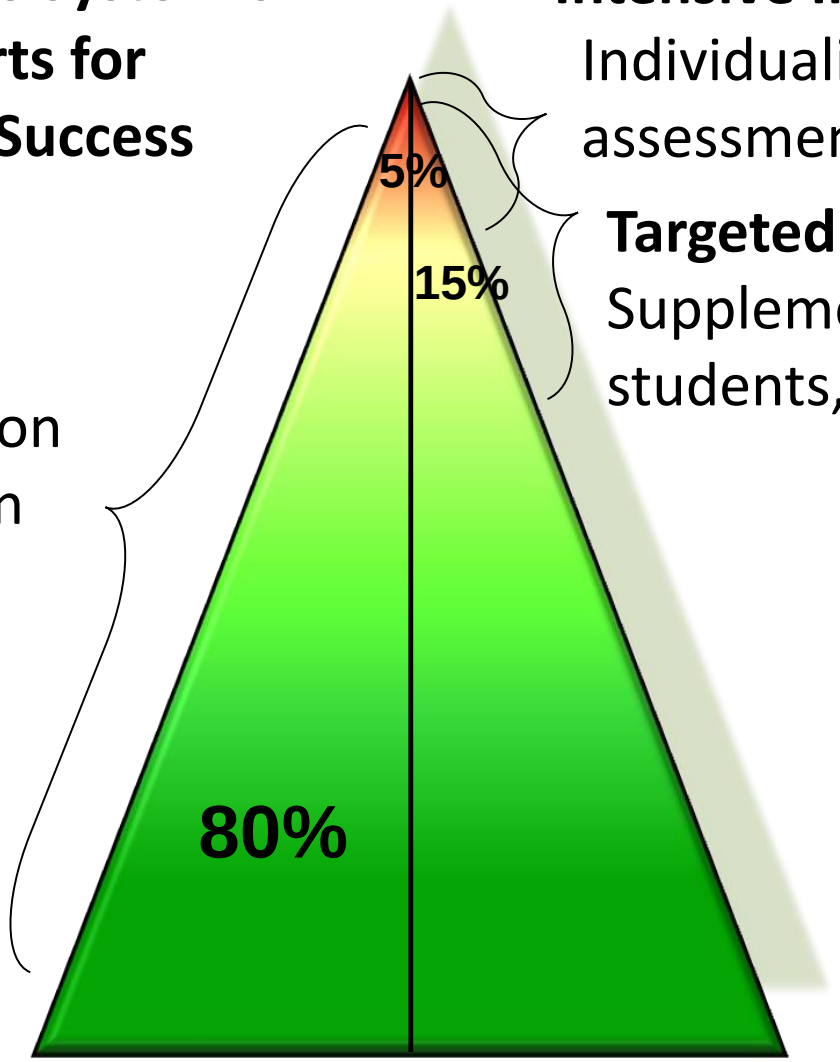
Multi-Tiered System of Supports

School-Wide System of Supports for Student Success

Universal Intervention
Core Instruction
Differentiation
All students
Preventive



Intensive Intervention
Individualized, functional assessment, highly specific

Targeted Intervention
Supplemental, some students, reduce risk

Multi-Tiered System of Supports

- MTSS is an integrated, multi-tiered system of instruction, assessment and intervention designed to meet the academic achievement and behavioral health needs of **ALL STUDENTS**.

- MTSS is meant to be embedded into the school improvement process to provide a framework for meeting the needs of **ALL STUDENTS**.

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MTSS Cluster Areas

1. **Instruction and Interventions (Tiers I, II, & III)**
2. Problem Solving
3. Implementation of Evidence-based Practices
4. **Data and Assessment**
5. Stakeholder Engagement

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MULTI-TIERED SYSTEM OF SUPPORTS (MTSS)

MEETING THE ACADEMIC AND BEHAVIORAL HEALTH NEEDS OF ALL STUDENTS

ESSENTIAL COMPONENTS

INSTRUCTION AND INTERVENTION
- Effective instruction for all children
- Early Intervention
- Multi-tiered model of instruction and intervention

PROBLEM SOLVING
- Collaborative problem solving model

DATA/ASSESSMENT
- Monitor progress
- Data based decision making
- Use assessments for three purposes

STAKEHOLDER ENGAGEMENT
- Engage parents and community

IMPLEMENTATION OF EVIDENCE-BASED PRACTICES
- Research based core curriculum
- Research based, valid interventions and instruction
- Implement with fidelity

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So what? And why?

Career and College Ready Students:

- ***Use technology and tools strategically in learning and communicating***
- ***Use argument and reasoning to do research, construct arguments, and critique the reasoning of others***
- ***Communicate and collaborate effectively with a variety of audiences***
- ***Solve problems, construct explanations, and design solutions***

Tasks Worth Doing

Tests Worth Taking

- **Real World Challenges**
- **Relevant to Student Lives**
- **Integrate Content Areas**
- **Transfer of Knowledge**

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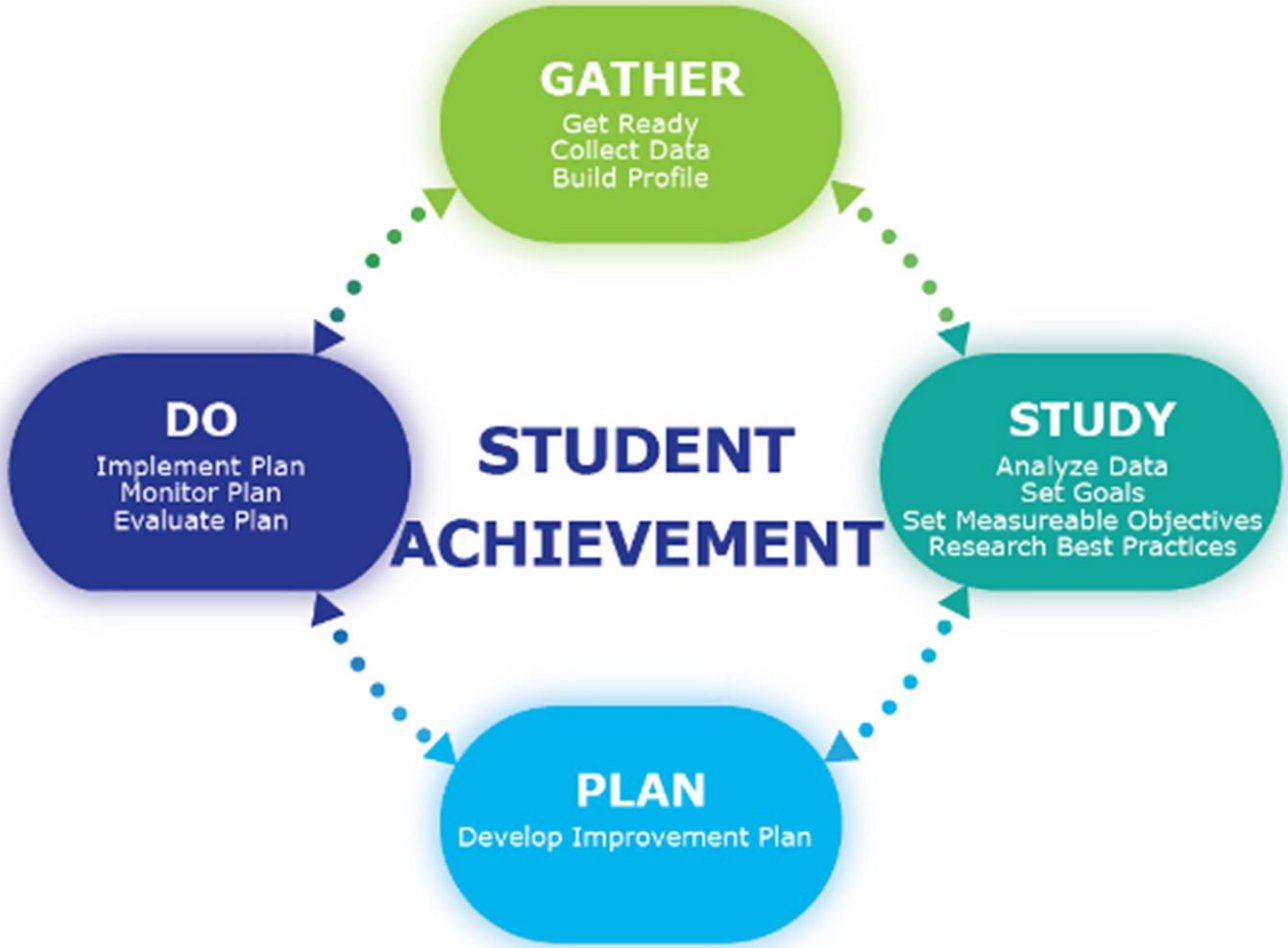
Connections



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Connections

SCHOOL IMPROVEMENT FRAMEWORK 2.0

School Improvement Framework 2.0

D. Effective Instructional Practices

- Instructional delivery incorporates a variety of research-based instructional practices that are implemented and monitored for fidelity and effectiveness.
- Instruction engages students in higher levels of cognitive thinking, leading to greater depth of knowledge.
- Instruction ensures that students are engaged in applications and transfer of their learning beyond the classroom.
- Teachers exhibit instructional flexibility and responsiveness that allows for timely adjustments to instruction based on student needs.
- A system of interventions is in place for all students, including developing and advanced students.
- Instruction integrates appropriate technology in order to enhance delivery and engage students.

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Intentional Instructional Practices (Tier 1)

- ✓ **High Leverage, research-based practices**
- ✓ **Non-content specific**
- ✓ **Gender neutral**
- ✓ **Accessible by ALL students**

Academic Vocabulary

Teachers will intentionally instruct **academic vocabulary** to increase comprehension and to build background knowledge.

Flexible Grouping

Teachers will use **flexible grouping** and cooperative learning to facilitate instruction of rigorous tasks.

Depth of Knowledge

Teachers will provide tasks of varying **depths of knowledge** to increase rigor and scaffold learning in the classroom.

Quality Questioning

Teachers will use **quality questioning** to advance student learning, performance, and achievement.

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So what's your evidence?

Now we know what it looks like, feels like, and sounds like…how are you going to know it when you collect it?

What will you collect so at the end of the day you'll know you intentionally implemented your practice?

Assessment

The difference between a formative and summative assessment has also been described as the difference between a physical and an autopsy.

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Assessment

Purposes of assessment:

- To assist student learning.
- To identify students' strengths and weaknesses.
- To assess the effectiveness of a particular instructional strategy.
- To assess and improve the effectiveness of curriculum programs.
- To assess and improve teaching effectiveness.
- To provide data that assist in decision making.

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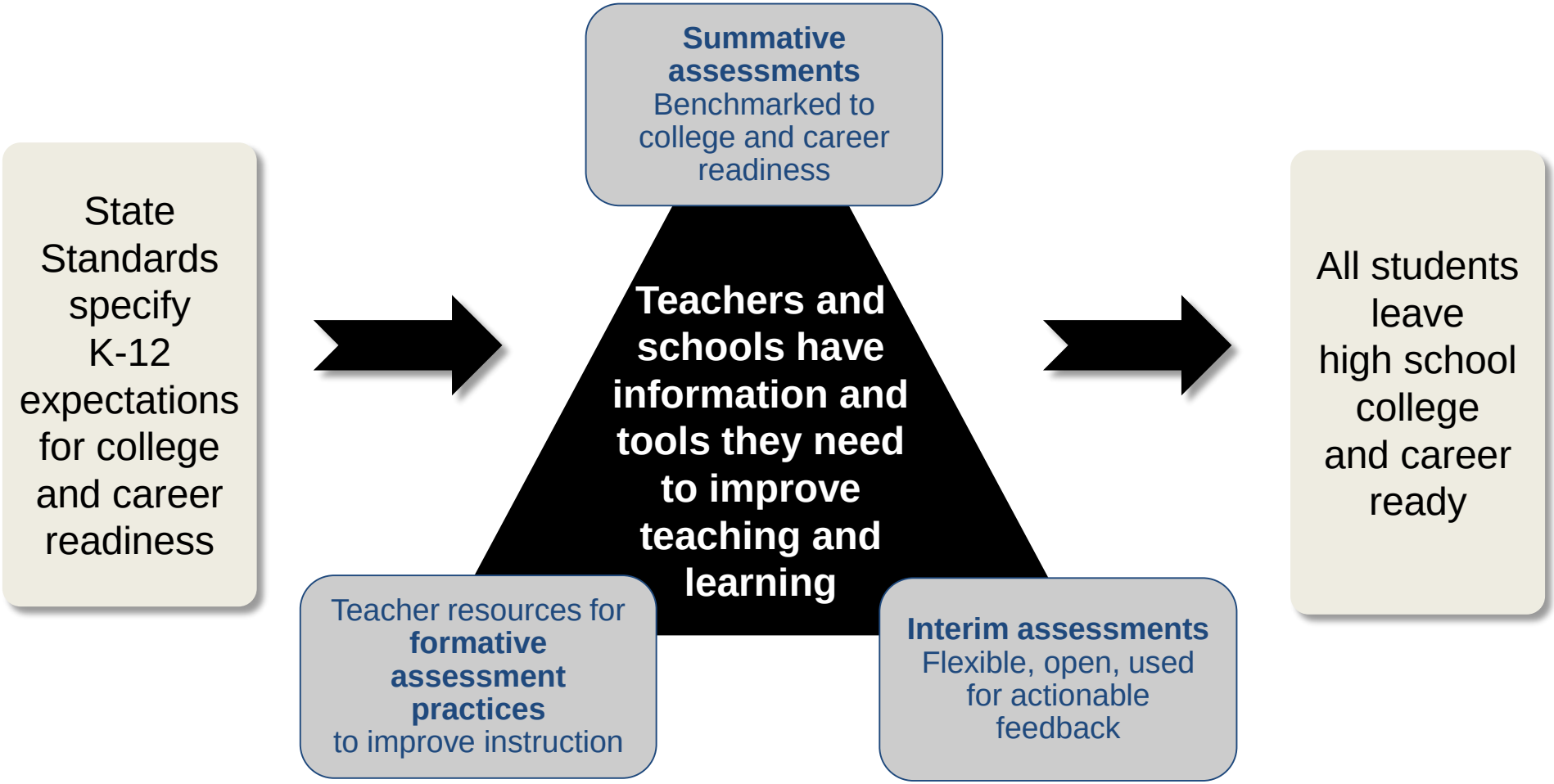
Balanced Assessment Systems

Formative Assessment Practices (to improve instruction)	Interim assessments Flexible, open, used for actionable feedback	Summative assessments Benchmarked to CCR
Running Records	DIBELS (K-4); Daze 5th Grade	State Assessments
Formative Assessment Tasks (Math)	Scholastic Reading Inventory (Grades 3-10)	End of Course/Unit Assessments
Spelling Inventories	Scholastic Math Inventory (Grades 3-8)	CCR and Work Skills Assessments
Specific Classroom Learning Tasks	Common Formative Assessments for Reporting purposes	**Plan / Explore (previously used)
Exit Slips	Formative Assessment Tasks (Math)	
Observations: Documentation Checklists	On Demand Writing Samples	
Journal Responses (lesson activity or reflection)	Meaningful Performance Tasks	
Peer/Self Assessments		
Universal Screenings/Progress Monitoring		

A Balanced Assessment System



Assessment

- www.michiganassessmentconsortium.org

- **MDE: Division of Accountability Services**
  - http://www.michigan.gov/mde/0,4615,7-140-22709---,00.html

- **Formative Assessment Resources**
  - http://wvde.state.wv.us/teach21/ExamplesofFormativeAssessment.html
  - http://www.levy.k12.fl.us/instruction/Instructional_Tools/60FormativeAssessment.pdf

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Assessment Activity

Use the next 5 minutes and talk at you table about ASSESSMENT, consider the following questions.

- How are you currently using or supporting the use of assessments to make instructional decisions?
- What does your assessment calendar look like?
- What are the formative, summative, and diagnostic measures used in your setting?

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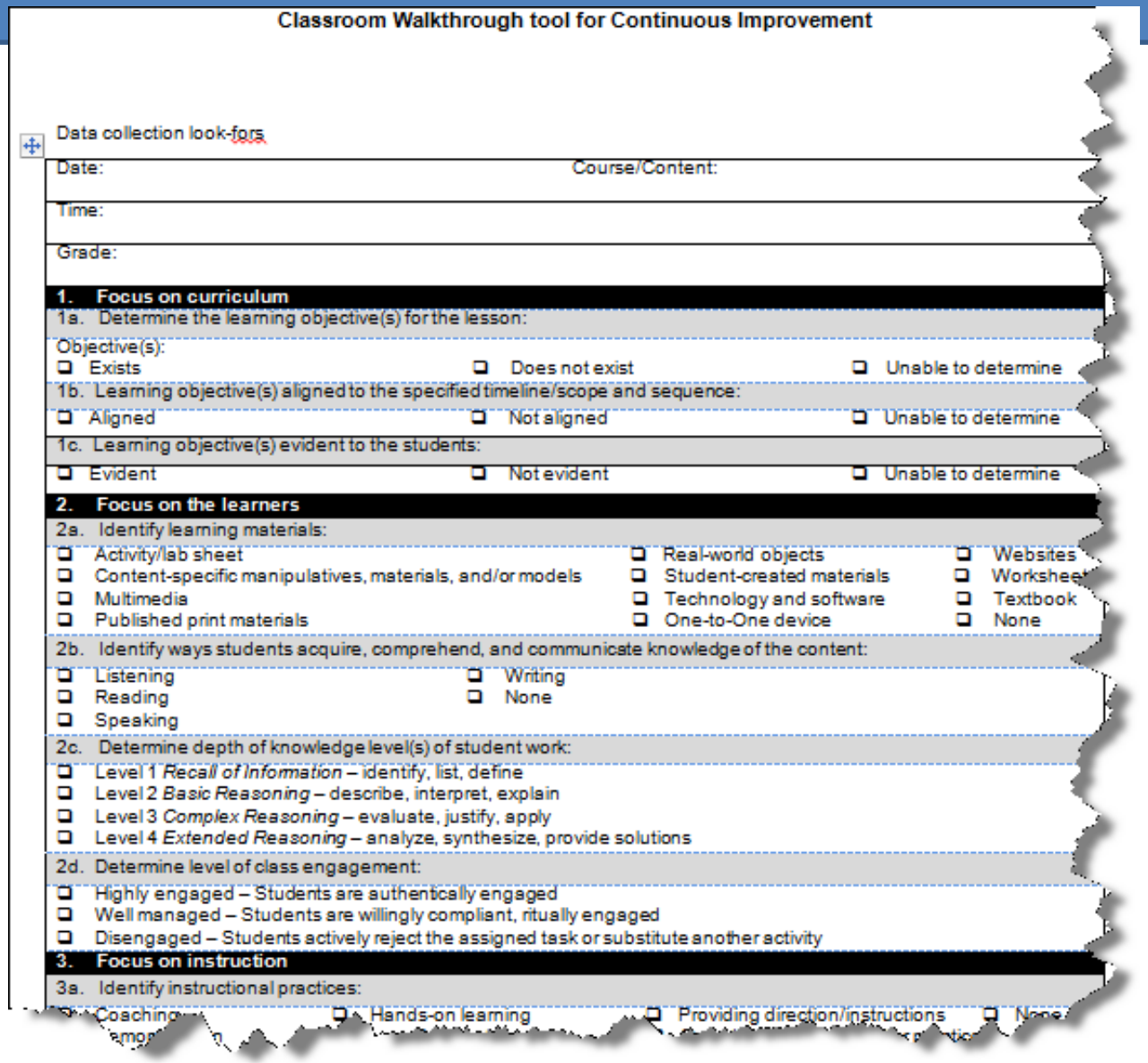
Walkthrough Tool



Classroom Walkthrough tool for Continuous Improvement

Data collection look-fors

Date: Course/Content:

Time:

Grade:

1. Focus on curriculum

1a. Determine the learning objective(s) for the lesson:

Objective(s):

❑ Exists ❑ Does not exist ❑ Unable to determine

1b. Learning objective(s) aligned to the specified timeline/scope and sequence:

❑ Aligned ❑ Not aligned ❑ Unable to determine

1c. Learning objective(s) evident to the students:

❑ Evident ❑ Not evident ❑ Unable to determine

2. Focus on the learners

2a. Identify learning materials:

❑ Activity/lab sheet ❑ Real-world objects ❑ Websites
❑ Content-specific manipulatives, materials, and/or models ❑ Student-created materials ❑ Worksheet
❑ Multimedia ❑ Technology and software ❑ Textbook
❑ Published print materials ❑ One-to-One device ❑ None

2b. Identify ways students acquire, comprehend, and communicate knowledge of the content:

❑ Listening ❑ Writing
❑ Reading ❑ None
❑ Speaking

2c. Determine depth of knowledge level(s) of student work:

❑ Level 1 *Recall of Information* – identify, list, define
❑ Level 2 *Basic Reasoning* – describe, interpret, explain
❑ Level 3 *Complex Reasoning* – evaluate, justify, apply
❑ Level 4 *Extended Reasoning* – analyze, synthesize, provide solutions

2d. Determine level of class engagement:

❑ Highly engaged – Students are authentically engaged
❑ Well managed – Students are willingly compliant, ritually engaged
❑ Disengaged – Students actively reject the assigned task or substitute another activity

3. Focus on instruction

3a. Identify instructional practices:

❑ Coaching ❑ Hands-on learning ❑ Providing direction/instructions ❑ None

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Academic Vocabulary

Academic Vocabulary

Teachers will intentionally instruct academic vocabulary to increase comprehension and to build background knowledge.

Classroom Walkthrough tool for Continuous Improvement

Data collection look-fors

School Name _____

Date: Course/Content:

Time: ❑ Beginning ❑ Middle ❑ End of class period

Grade:

1. Focus on Curriculum

1a. Learning objective(s) aligned to the specified timeline/scope and sequence:

❑ Aligned ❑ Not aligned ❑ Unable to determine

1b. Learning objective(s) evident to the students:

❑ Evident ❑ Not evident ❑ Unable to determine

2. Attention to Cultural Relevance

2a. Identify lesson materials that are culturally relevant for the students:

❑ Activity/lab sheet ❑ Real-world objects ❑ Websites
❑ Content-specific manipulatives, materials, and/or models ❑ Student-created materials ❑ Worksheets
❑ Multimedia ❑ Technology and software ❑ Textbook
❑ Published print materials ❑ One-to-One device ❑ None

2b. Identify ways students acquire, comprehend, and communicate knowledge of the content:

❑ Listening ❑ Writing

3c. Addressing Academic Vocabulary (AV):

❑ AV visible in room
❑ AV visible in student writing
❑ AV defined by Student
❑ AV heard in student conversations
❑ AV heard in teacher conversations
❑ AV defined by Teacher

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Quality Questioning

Quality Questioning

Teachers will use quality questioning to advance student learning, performance, and achievement.

Classroom Walkthrough tool for Continuous Improvement

School Name _____

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❑ Published print materials	❑ One-to-One device	❑ None

2b. Identify ways students acquire, comprehend, and communicate knowledge of the content:

❑ Listening ❑ Writing

3a. Assessing Quality Questioning

- ❑ Questions focus on grade level content/topic
- ❑ Questions engage students in deeper exploration
- ❑ Questions probe for "clarification, "explanation", etc.
- ❑ Questions provide scaffolding
- ❑ "Think time" is allowed before responses
- ❑ Questions promote higher levels of thinking
- ❑ Questions engage students in discussion

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Depth of Knowledge

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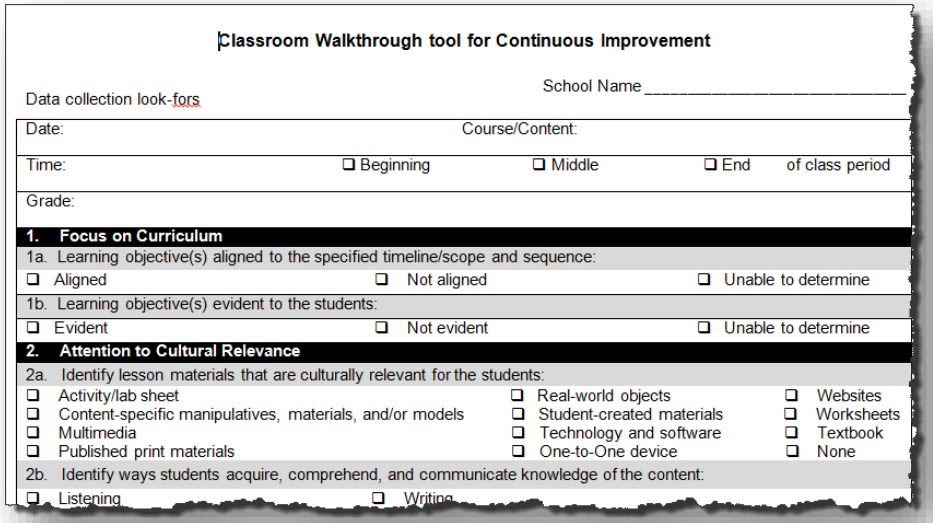
Teachers will provide tasks of varying depths of knowledge to increase rigor and scaffold learning in the classroom.



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2b. Identify ways students acquire, comprehend, and communicate knowledge of the content:

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3a. Determining depth of knowledge level(s) of student work/tasks:

- ❑ Level 1 *Recall of Information* – identify, list, define
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Flexible Grouping

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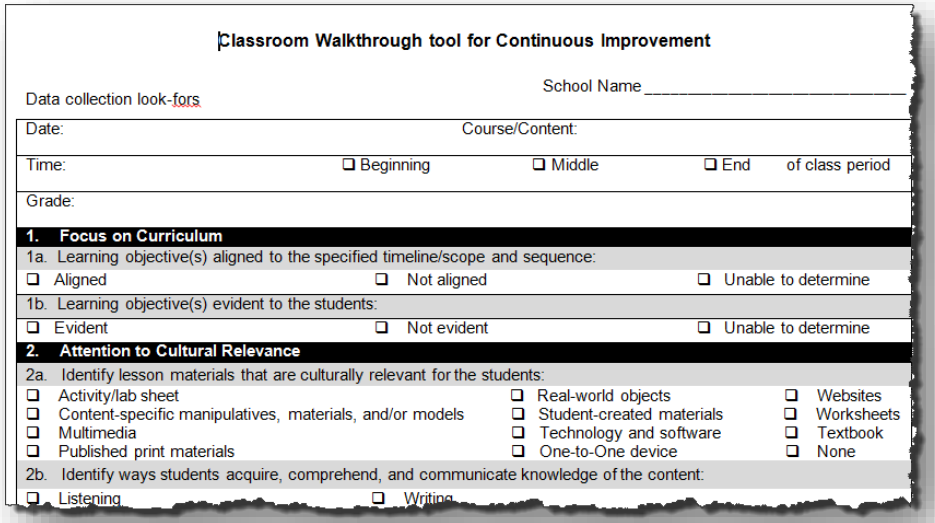

Classroom Walkthrough tool for Continuous Improvement

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Time:	❑ Beginning	❑ Middle	❑ End of class period
Grade:			

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❑ Activity/lab sheet	❑ Real-world objects	❑ Websites
❑ Content-specific manipulatives, materials, and/or models	❑ Student-created materials	❑ Worksheets
❑ Multimedia	❑ Technology and software	❑ Textbook
❑ Published print materials	❑ One-to-One device	❑ None

2b. Identify ways students acquire, comprehend, and communicate knowledge of the content:

❑ Listening ❑ Writing

b. Identify grouping format:

❑ Whole group ❑ Small group ❑ Paired ❑ Individual

❑ Problem-Solving Partnership ❑ Cooperative Teams ❑ Collaborative Groups

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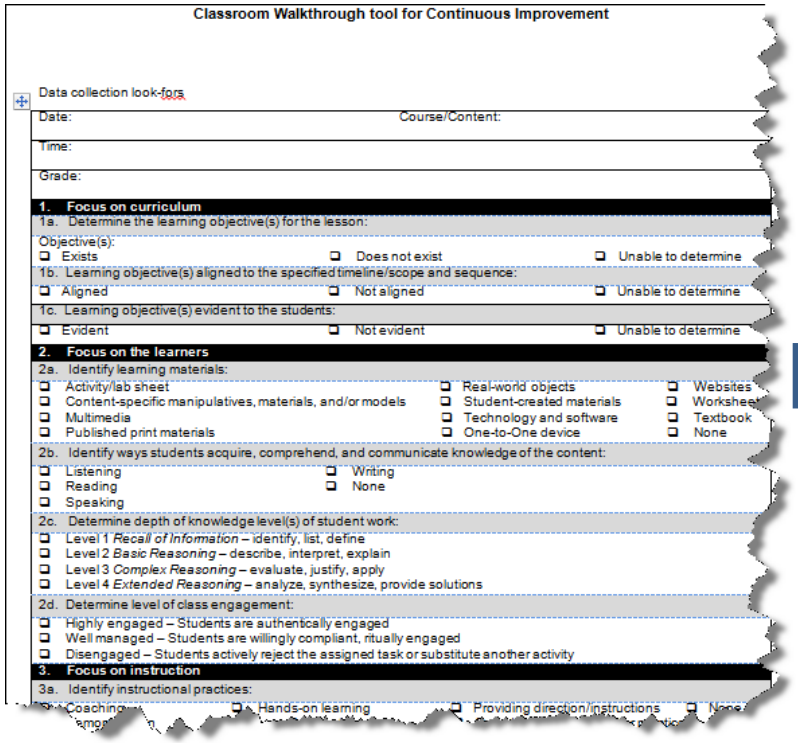
Walkthrough Tool



Classroom Walkthrough tool for Continuous Improvement

Data collection look-fors

Date: Course/Content:

Time:

Grade:

1. Focus on curriculum

1a. Determine the learning objective(s) for the lesson:

Objective(s):

❑ Exists ❑ Does not exist ❑ Unable to determine

1b. Learning objective(s) aligned to the specified timeline/scope and sequence:

❑ Aligned ❑ Not aligned ❑ Unable to determine

1c. Learning objective(s) evident to the students:

❑ Evident ❑ Not evident ❑ Unable to determine

2. Focus on the learners

2a. Identify learning materials:

❑ Activity/lab sheet ❑ Real-world objects ❑ Websites
❑ Content-specific manipulatives, materials, and/or models ❑ Student-created materials ❑ Worksheet
❑ Multimedia ❑ Technology and software ❑ Textbook
❑ Published print materials ❑ One-to-One device ❑ None

2b. Identify ways students acquire, comprehend, and communicate knowledge of the content:

❑ Listening ❑ Writing
❑ Reading ❑ None
❑ Speaking

2c. Determine depth of knowledge level(s) of student work:

❑ Level 1 *Recall of Information* – identify, list, define
❑ Level 2 *Basic Reasoning* – describe, interpret, explain
❑ Level 3 *Complex Reasoning* – evaluate, justify, apply
❑ Level 4 *Extended Reasoning* – analyze, synthesize, provide solutions

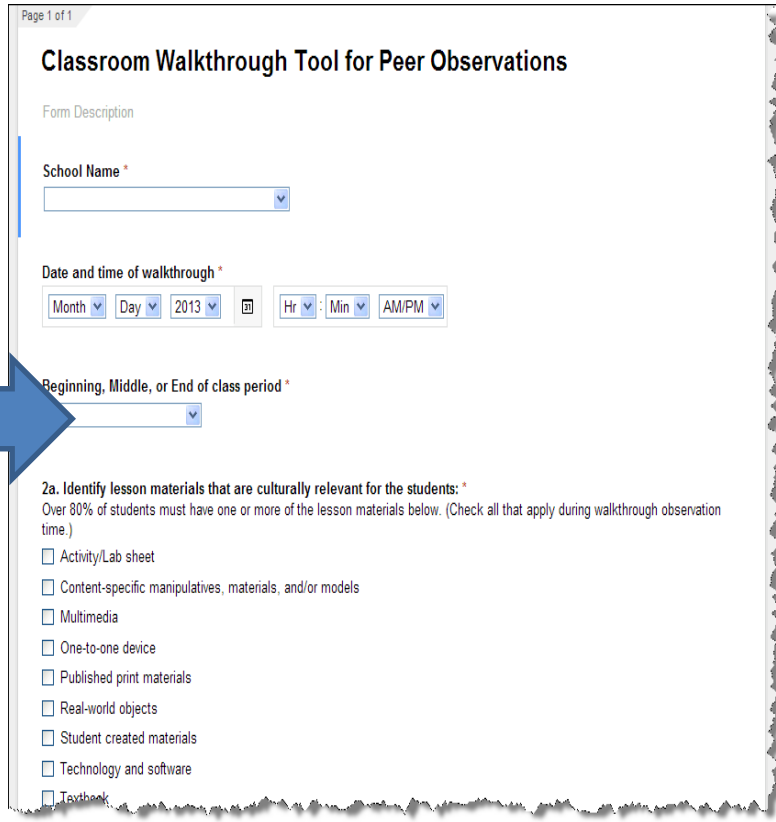
2d. Determine level of class engagement:

❑ Highly engaged – Students are authentically engaged
❑ Well managed – Students are willingly compliant, ritually engaged
❑ Disengaged – Students actively reject the assigned task or substitute another activity

3. Focus on instruction

3a. Identify instructional practices:

❑ Coaching ❑ Hands-on learning ❑ Providing direction/instructions ❑ None
❑ Demonstration



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Classroom Walkthrough Tool for Peer Observations

Form Description

School Name *

Date and time of walkthrough *

Month Day 2013 Hr : Min AM/PM

Beginning, Middle, or End of class period *

2a. Identify lesson materials that are culturally relevant for the students: *
Over 80% of students must have one or more of the lesson materials below. (Check all that apply during walkthrough observation time.)

- ☐ Activity/Lab sheet
- ☐ Content-specific manipulatives, materials, and/or models
- ☐ Multimedia
- ☐ One-to-one device
- ☐ Published print materials
- ☐ Real-world objects
- ☐ Student created materials
- ☐ Technology and software
- ☐ Textbook

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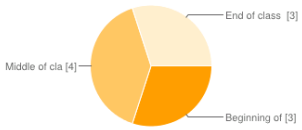
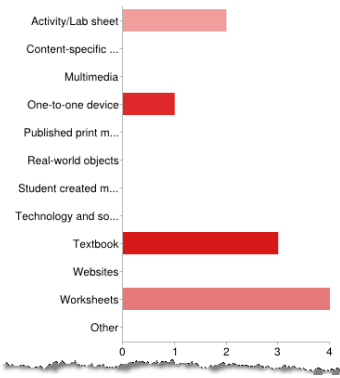
Data Dialogues

Beginning, Middle, or End of class period



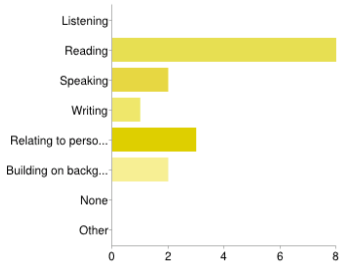
Beginning of class period	3	30%
Middle of class period	4	40%
End of class period	3	30%

2a. Identify lesson materials that are culturally relevant for the students:



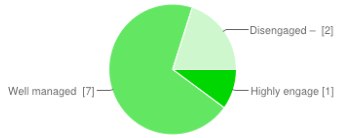
Activity/Lab sheet	2	20%
Content-specific manipulatives, materials, and/or models	0	0%
Multimedia	0	0%
One-to-one device	1	10%
Published print materials	0	0%
Real-world objects	0	0%
Student created materials	0	0%
Technology and software	0	0%
Textbook	3	30%
Websites	0	0%
Worksheets	4	40%
Other	0	0%

2b. Identify ways students acquire, comprehend, and communicate knowledge of the content:



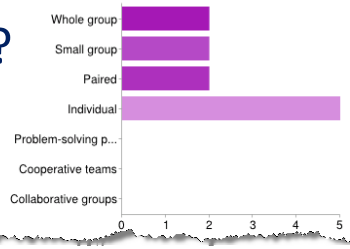
Listening	0	0%
Reading	8	50%
Speaking	2	13%
Writing	1	6%
Relating to personal experiences	3	19%
Building on background knowledge	2	13%
None	0	0%
Other	0	0%

2c. Determine level of class engagement:



Highly engaged – Students are authentically engaged	1	10%
Well managed – Students are willingly compliant, ritually engaged	7	70%
Disengaged – Students actively reject the assigned task or substitute another activity	2	20%

3b. Identify grouping format:



Whole group	2	18%
Small group	2	18%
Paired	2	18%
Individual	5	45%
Problem-solving partnership	0	0%
Cooperative teams	0	0%
Collaborative groups	0	0%

- What insights emerge from the data?
- What questions does this raise?
- What changes might we make?
- What kinds of decisions might we make as a group?

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Reflect

- What do you see?
- What do you notice?
- What stands out?
- What jumps out?
- What catches your attention?

Analyze

- What seems unclear/unclear?
- What concerns you?
- What pleases you?
- Where is more work needed?
- What seems the most critical?
- What seems to be the central issue or key problem area?
- What insights are beginning to emerge?
- What kinds of changes might we need to make?

Act

- What actions will we take?
- What will we do differently?
- What kinds of decisions might we need to make as a group?
- What do we need to do in order to take action?
- What does this mean for future lessons?
- What are we committing to?

Data Dialogue Discussion Responses

Write responses to question prompts in the spaces provided. Submit document via EduGuide.

Intro notes

What do you *see in the data*?

What do you think about the data?

Action Plan Form

Action items need to be specific, measurable, achievable, realistic, and timely.

Action plan form to be completed and submitted via EduGuide.

Action item to be completed? (should be derived from data collected)	**Who will be responsible for implementing action item(s)?** (include all names)	**By when will the action item be implemented?** (specific date)	**What evidence do you hope to see during the next cycle of implementing the action item?** (specific to action item)

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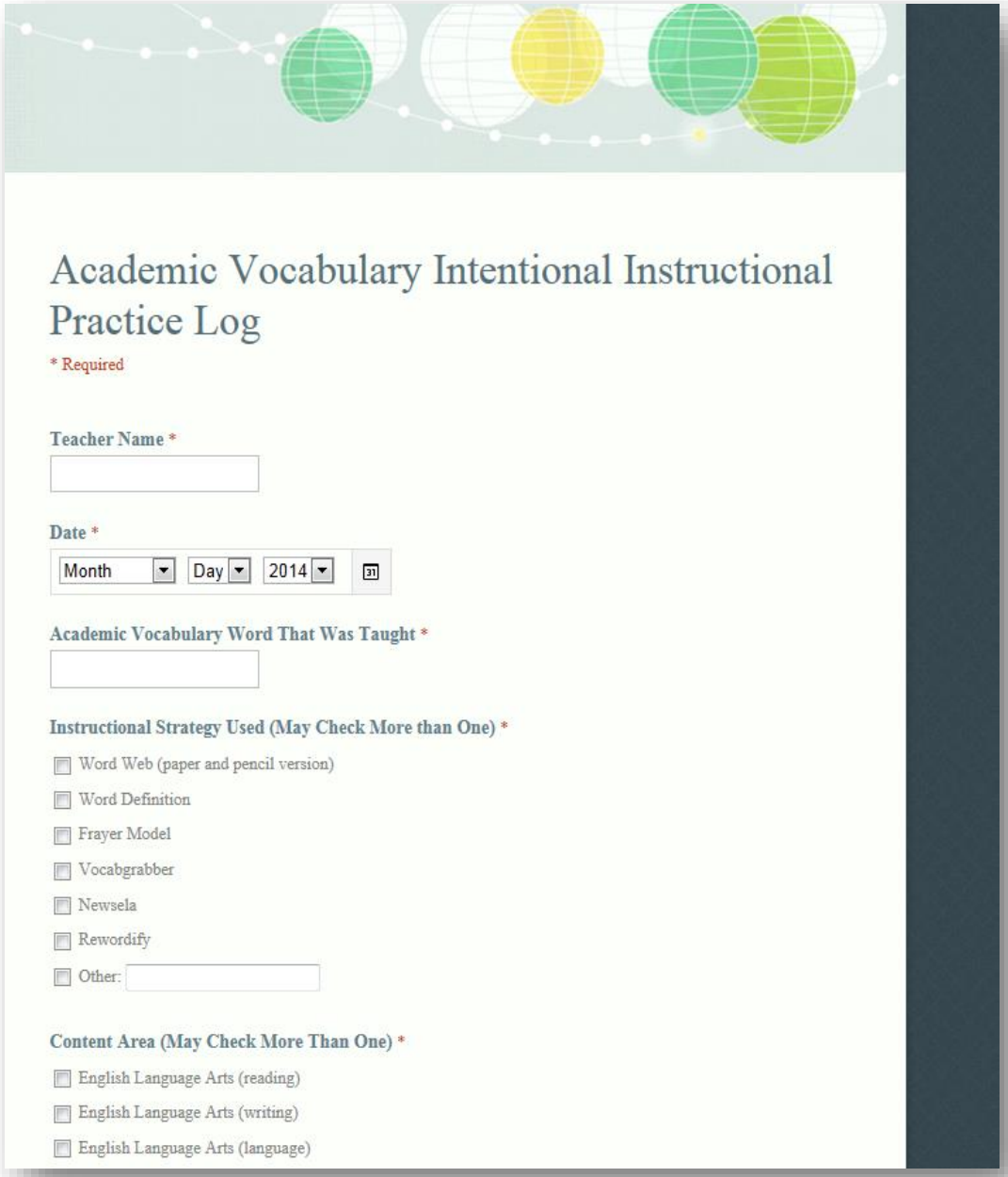

Academic Vocabulary Intentional Instructional Practice Log

* Required

Teacher Name *

Date *

Month Day 2014

Academic Vocabulary Word That Was Taught *

Instructional Strategy Used (May Check More than One) *

- Word Web (paper and pencil version)
- Word Definition
- Frayer Model
- Vocabgrabber
- Newsela
- Rewordify
- Other:

Content Area (May Check More Than One) *

- English Language Arts (reading)
- English Language Arts (writing)
- English Language Arts (language)

Access the Sample Log at

http://tinyurl.com/IIP-log

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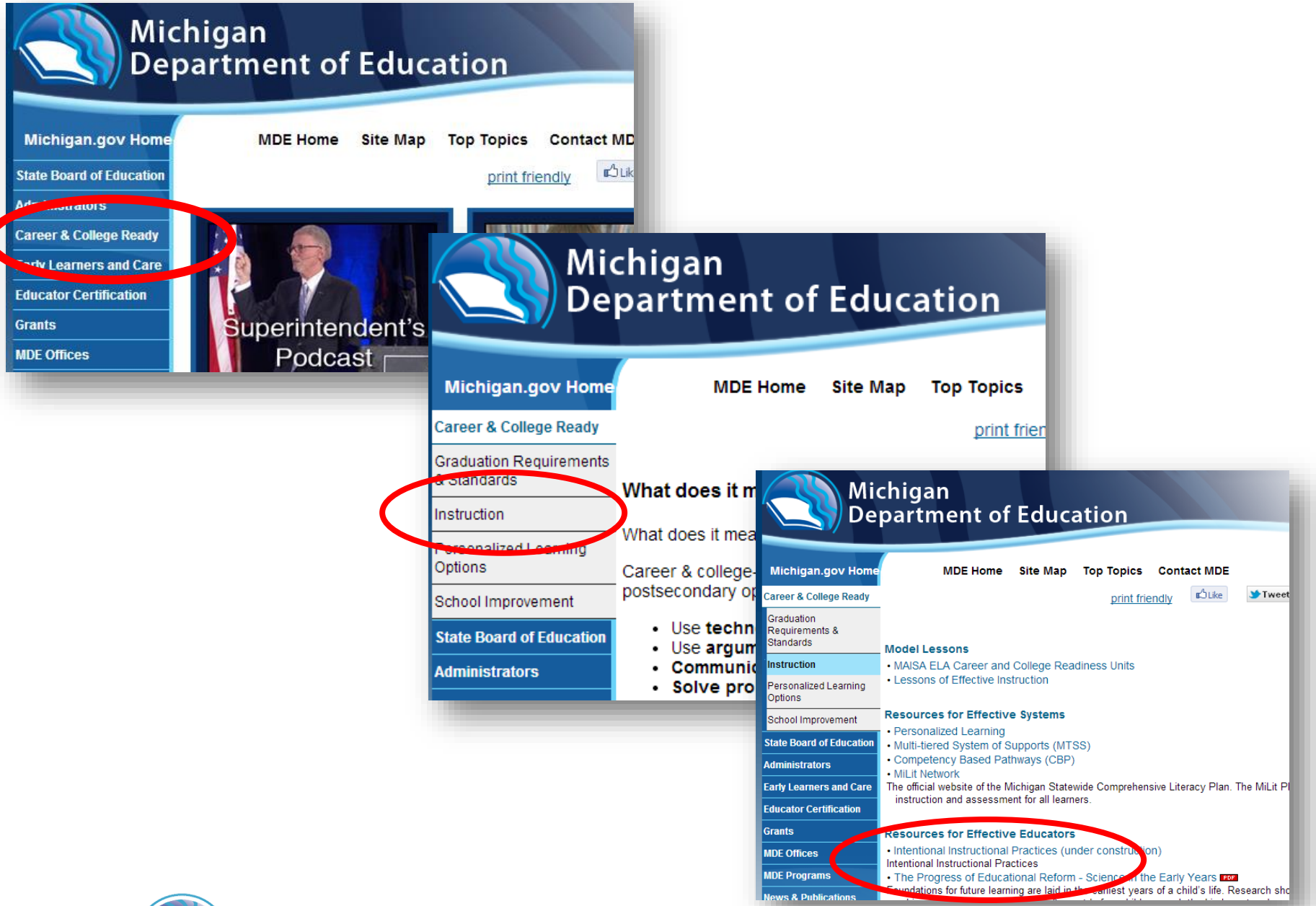

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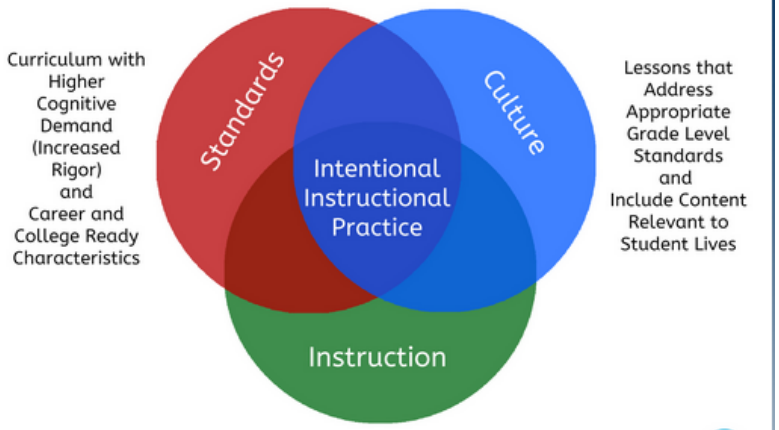
Intentional Instructional Practices

When Standards, Instruction, and Culture intersect we'll see...



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ognitive demand (increased rigor) and Career and College Ready

Instruction - Teaching that is engaging, culturally responsive, and provides for experiential learning.

Culture (under construction) - Lessons that address appropriate grade level standards and include content relevent to student lives.

Intentional Instructional Practices (under construction) - The intersection of Standards, Instruction, and Culture.

Academic Vocabulary Articles
Developing Academic Vocabulary
Effective Academic Vocabulary Instruction in the Urban Middle School
How Can Teachers Increase Classroom Use of Academic Vocabulary?
How to Teach Academic Vocabulary to Middle School Students
Vocabulary teaching and Learning across Disciplines

Academic Vocabulary Handouts and PowerPoint Presentation
Academic Vocabulary Word List
Classroom Walkthrough Tool for Continuous Improvement
Data Dialogue Documents
Academic Vocabulary PowerPoint Presentation

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MDE Curriculum & Instruction Unit

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